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# STATE TEACHERS COLLEGE at FITCHBURG

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THE COMMONWEALTH OF MASSACHUSETTS

# State Teachers College

## Fitchburg, Massachusetts

## Catalog Number

Accredited by The American Association of Colleges for Teacher Education.
Member of The New England Teacher Preparation Association and
The Eastern States Association of Professional Schools for Teachers.

BULLETIN
1950-1951

CA1
1950/51

# Board of Education

Term expires

| | |
|---|---|
| 1950 | Dr. Walter F. Downey, Chairman,<br>English High School, Boston |
| 1953 | Dr. Alexander Brin, Vice Chairman,<br>251 Causeway Street, Boston |
| 1952 | Miss Grace A. Buxton, Secretary,<br>8 Haviland Street, Worcester |
| 1949 | Dr. David Scannell,<br>475 Commonwealth Ave., Boston |
| 1951 | Dr. Frank L. Boyden,<br>Deerfield Academy, Deerfield |
| 1954 | Mrs. Julia M. Fuller,<br>292 Forest Park Ave., Springfield |
| 1955 | Mr. G. John Gregory,<br>376 Boylston St., Boston |
| 1956 | Dr. William E. Park,<br>Northfield Schools, East Northfield |
| 1957 | Owen B. Kiernan,<br>Wayland |

John J. Desmond, Jr.

Commissioner of Education

Patrick J. Sullivan

Director, Division of Elementary and Secondary Education

and

STATE TEACHERS COLLEGES

George H. Varney

**Business Agent**

# Faculty, 1950-1951

WILLIAM J. SANDERS, PH.D. (1945)* — President
A.B., Ph.D., Yale University

---

JOSEPHINE A. BOLGER, A.M. (1929) — Dean of Women
Diploma, Sargent School of Physical Education
B.S. in Ed., Boston University
A.M., McGill University

RACHEL S. BRUCE, A.M. (1927) — Assistant Professor of Education
Diploma, Fitchburg Normal School
B.S., A.M., Columbia University

MARION E. CLARK, A.M. (1949) — Instructor in Physical Education, (women)
Arnold College
A.B., Ohio Wesleyan College
A.M., Western Reserve University

GEORGE F. CONDIKE, PH.D. (1947) — Associate Professor of Physical Science
A.B., DePauw University
Ph.D., Cornell University

FLORENCE D. CONLON, ED.M. (1919) — Associate Professor of Art
Diploma, Fitchburg Normal School
B.S. in Ed., Ed.M., Boston University

MICHAEL J. CONLON, A.M. (1937) — Assistant Professor of Social Science
A.B., Holy Cross College
A.M., Boston College

CORNELIUS S. DONOGHUE, A.M. (1937) — Associate Professor of Social Science
A.B., Holy Cross College
A.M., Clark University

ROBERT G. ELLIOT, A.M. (1941) — Assistant Professor of Physical Education
B.P.E., Springfield College
A.M., Columbia University

WILLIAM E. FARRINGTON, A.M. (1948) — Instructor in Art
B.S.E., Massachusetts School of Art
A.M., Columbia University

CLIFFORD W. HAGUE, ED.M. (1933) — Associate Professor of Industrial Arts (Printing)
A.B., Lawrence College
Ed.M., Harvard University

WALTER J. HARROD, ED.M. (1947) — Assistant Professor of Industrial Arts (supervisor of student teaching)
B.S. in Ed., Ed. M., State Teachers College, at Fitchburg.

*Date in parentheses indicates year joined faculty.

James J. Hammond, Ed.M. (1937) — Director, Industrial Arts
B.S. in Ed., State Teachers College at Fitchburg
Ed.M., Harvard University

Arthur C. Harrington, A.M. (1919) — Associate Professor of Social Science
A.B., A.M., Boston University

Elizabeth M. Haskins, M.S. (1947) — Assistant Professor of Mathematics
B.S., M.S., Massachusetts Institute of Technology
A.M. in Teaching, Radcliffe

Cora M. Hassell, B.S. in Ed. (1922) — Librarian
Diploma, Hyannis Normal School
B.S. in Ed., Boston University

Daniel L. Healy, Ed.M. (1945) — Assistant Professor of English
A.B., Boston College
Mus.B., Curtis Institute
Ed.M., State Teachers College at Hyannis

Roger F. Holmes, Ed.M. (1940) — Director of Training Schools
A.B., Wesleyan University
Ed.M., Boston University

Eckhart A. Jacobsen, M.S. in Ed. (1946) — Assistant Professor of Industrial Arts (Drawing)
B.S., Oswego State Teachers College
M.S. in Ed., Cornell University

Richard L. Kent, M.M. (1947) — Assistant Professor of Music
B.M.E., Drake University
M.M., New England Conservatory of Music

Everett E. Koehler, A.M. (1946) — Assistant Professor of Industrial Arts (Electricity and Power Mechanics)
B.S., Buffalo State Teachers College
A.M., New York University

Lawrence E. Landall, B.S. (1923) — Assistant Professor of Industrial Arts (Woodwork)
B.S., Bradley Polytechnic Institute

Katherine M. McCarty, Ed.M. (1911) — Assistant Professor of English
B.S. in Ed., State Teachers College at Fitchburg
Ed.M., Boston University

Belle M. Nixon, A.M. (1932) — Assistant Professor of English
Ph.B., University of Chicago
A.M., Columbia University

Harry F. Percival, Ed.D. (1928) — Professor of Psychology and Measurements, Chairman of Graduate Study
A.B., Ottawa University
A.M., University of Kansas
Ed.M., Ed.D., Harvard University

ARTHUR E. PURINTON, B.S. (1926) — Assistant Professor of Industrial Arts (General Metal)
B.S., Bradley Polytechnic Institute

WILLIAM L. RINEHART, A.M. (1936) — Instructor in Penmanship
Diploma, California State Teachers College
B.S. in Ed., A.M., University of Pittsburgh

HELEN B. ROSS, PH.D. (1949) — Associate Professor of Biology
Diploma, State Teachers College, Westchester, Pennsylvania
A.B. Lebanon Valley College
A.M., Ph.D., Cornell University

ANNA G. E. SIMMONS, A.M. (1925) — Assistant Professor of Geography
B.Ed., A.M., Clark University

RALPH F. WESTON, A.M. (1926) — Dean and Professor of Mathematics
Diploma, Fitchburg Normal School
A.B., A.M., University of New Hampshire

## SCHOOLS OF OBSERVATION AND PRACTICE
## JUNIOR HIGH SCHOOL

EDWIN R. CLARK, A.M. (1931) — Principal and Assistant Professor of Education
A.B., Clark University
A.M., University of Illinois

SIGNE ANTILA, ED.M. (1946) — Instructor in Geography, Mathematics
B.S. in Ed., Ed.M., State Teachers College at Fitchburg

GERTRUDE M. CUNNINGHAM, ED.M. (1928) — Instructor in Social Science
Diploma, Fitchburg Normal School
B.S., Ed.M., Boston University

RUTH M. DONOVAN, B.S. IN ED. (1945) — Instructor in Physical Education
B.S. in Ed., State Teachers College at Fitchburg

GERTRUDE L. FISKE, A.M. (1931) — Instructor in Household Arts
B.S., University of Connecticut
A.M., Columbia University
Ed.M., Boston University

PHILIP A. MCMURRAY, ED.M. (1947) — Instructor in English
A.B., Manhattan College
Ed.M., State Teachers College at Fitchburg

LILLIAN TATER, ED.M. (1943) — Instructor in English
B.S. in Ed., State Teachers College at Fitchburg
Ed.M., Harvard University

WILLIAM R. TRACEY, ED.M. (1948) — Instructor in Science
B.S. in Ed., State Teachers College at Fitchburg
Ed.M., Boston University

JOSEPH E. UNDERWOOD, JR., ED.M. (1936) — Instructor in Mathematics
A.B., Holy Cross College
B. S. in Ed., Ed. M., State Teachers College at Fitchburg

## EDGERLY SCHOOL

LOUISE WINGATE, A.M. (1929) — Principal and Assistant Professor of Education
Diploma, North Adams Normal School
B.S. in Ed., A.M., Boston University

RICHARD G. DURNIN, B.S. (1949) — Instructor
B.S., Columbia University

RITA M. FOLEY, A.M. (1947) — Instructor
B.S. in Ed., State Teachers College at Lowell
A.M., University of New Hampshire

ELMA M. JOHNSON, ED.M. (1919) — Instructor
Diploma, Fitchburg Normal School
Adj.A., Harvard University
Ed.M., State Teachers College at Fitchburg

ELIZABETH O'CONNOR, B.S. in Ed. (1948) — Instructor
B.S. in Ed., State Teachers College at Fitchburg

ELIZABETH QUATTLANDER, ED.M. (1935) — Instructor
Diploma, Fitchburg Normal School
B.S. in Ed., Ed.M., Boston University

BARBARA LAVIN SMITH, B.S. in ED. (1948) — Instructor
B.S. in Ed., State Teachers College at Fitchburg

## DILLON SCHOOL

MARGARET SHEA, ED.M. (1948) — Principal and Assistant Professor of Education
B.S. in Ed., State Teachers College at Fitchburg
Ed.M., Boston University

MARION F. ANTHONY, B.S. IN ED. (1945) — Instructor
B.S. in Ed., State Teachers College at Fitchburg

CATHERINE C. WESTON, B.S. IN ED. (1945) — Instructor
B.S. in Ed., State Teachers College at Fitchburg

## BURBANK HOSPITAL SCHOOL OF NURSING

| | |
|---|---|
| Grace Gummo, R.N.<br>Massachusetts General Hospital | Principal |
| Norma Woodruff, R.N., M.S.<br>M.S., Columbia University | Director and Coordinator<br>Nursing Education |
| Virginia Case Byrne, R.N., M.S.<br>M.S., Yale University School of Nursing | Instructor<br>in Nursing |
| Jeanette Chalifoux, R.N., B.S. in Ed.<br>B.S. in Ed., State Teachers College at Fitchburg | Assistant Instructor<br>in Nursing |
| Jane Davies, B.S.<br>B.S., University of Idaho | Therapeutic Dietitian |
| Irene Kelleher, R.N., B.S. in Ed.<br>B.S. in Ed., State Teachers College at Fitchburg | Assistant Instructor<br>in Sciences |
| Jean Metzler, R.N., B.S. in Ed.<br>B.S. in Ed., State Teachers College at Fitchburg | Assistant Instructor<br>in Sciences |
| Winifred Shuman, R.N., B.S.<br>B.S., Boston University | Instructor<br>in Sciences |
| Nellie Simmons, R.N., A.M.<br>B.A., Evansville College<br>A.M., George Peabody College | Public Health Coordinator |
| Ann Carolyn Smith, R.N., M.S.<br>M.S., Yale University School of Nursing | Supervisor and Instructor<br>in Clinical Sciences |
| Lavina Jeanette Smith, R.N., B.S. in Ed.<br>B.S. in Ed., State Teachers College at Fitchburg | Assistant Instructor<br>in Nursing |
| Arline Webster, R.N., M.S.<br>M.S., Columbia University | Supervisor and Instructor<br>in Clinical Studies |

## ADMINSTRATION

| | |
|---|---|
| Rauha Wayrynen | Principal Clerk, Registrar |
| Helen Bachelder | Senior Clerk, Secretary |
| Claire Lavoie | Junior Clerk |
| Edna Lanthier | Junior Clerk |
| Rita Livi | Junior Clerk |
| Herbert Clements | Supt. of Buildings and Grounds |
| Herbert A. Tuck, M.D. | College Physician |
| Mary Barnicle, R.N. | College Nurse |
| Elizabeth Keller, B.S. in Ed. | Boarding Hall Manager |

# The State Teachers College at Fitchburg

THE State Teachers College at Fitchburg offers a thorough education in the liberal arts and sciences with the opportunity to major in the art of teaching, leading to the degree of Bachelor of Science in Education. Its graduates therefore have the rounded education of the cultivated man and woman, and are prepared to engage in a profession that is of great importance to the public welfare.

The College was originally established as a Normal School under the provisions of Chapter 457, Acts of 1894 of the General Laws. The campus occupies a twenty-eight acre site in the north central section of the city. The location is six hundred feet above sea level and commands interesting panoramic views of Mt. Wachusett to the south and Pearl Hill to the north. There are seven buildings and a greenhouse on the property. Two dormitories provide attractive living accommodation for men and women students. There are two campus training schools for children in grades I—VI, and in grades VII—IX. The junior high building is the only training school of its type in this state.

The first Industrial Arts teacher training curriculum was inaugurated at this institution in 1910. A modern industrial arts building now provides the best possible accommodations and equipment for the training of teachers of industrial arts in junior and senior high schools.

## CAMPUS AND BUILDINGS

Thompson Hall provides the administration and faculty offices, 14 classrooms, two science laboratories, the gymnasium, and a large and well selected library.

Miller Hall Dormitory. This building provides room accommodations for 60 young women. Supervised by the dean of women, it also contains the quarters of the nurse who is in full-time attendance in case of need. The social rooms on the first floor are adequate in size and furnishings for social events in which all members of the hall participate.

Palmer Hall Dormitory. This building provides room accommodations for 75 young men. Supervised by the faculty sponsor, it also provides living quarters for the matron and dietitian. The Dining Hall with a capacity of 175, and the kitchen are located on the ground floor of Palmer Hall. The men's lobby on the first floor contains facilities for various recreational activities, and student rooms are convenient and comfortable.

Edgerly Training School. This campus training school was erected to accommodate children in grades one to six. It contains twelve classrooms and, in addition, provides quarters for the commuting students.

Junior High Training School. This campus training school provides educational facilities for approximately 200 pupils in grades VII, VIII, IX. This building contains seven classrooms, a household arts suite for cooking and sewing, and four shops for the junior high school boys. The Herlihy Auditorium which seats 600 is located in the junior high training school. Student assemblies, presentations of the college dramatic and musical organizations, illustrated lectures and educational motion pictures are conducted in the auditorium.

The Dillon Training School. In addition to the facilities listed above the college has the use and direction of the D. M. Dillon School, a city school building. This elementary training school, located on Day Street about a quarter of a mile from the campus, houses 150 children in grades one to six.

The five campus buildings already described are connected by underground tunnels which were constructed by men students in the Industrial Arts Course. These tunnels make it possible for students in inclement weather to go from one building to another without exposing themselves to the risks of the seasons.

Industrial Arts Building (1936). This building, erected on the northeast side of the inner campus, provides first class shop equipment for the Industrial Arts Course. The building is factory type with overhead lighting and metal construction. The shops in this building are as follows: Woodworking, Printing, Drawing, Sheet Metal and Machine Shop, General Shop, Electrical and Power Mechanics Shop, and Industrial Laboratory.

The Library. Extending through the middle of the second floor of the Administration Building, the library is arranged on the alcove plan to provide individual study tables for 85 persons. One section of the library is equipped to provide a homelike, informal atmosphere for recreational reading of newspapers, current periodicals and new books. The library regulations, planned to secure the intelligent and democratic use of all of its materials, are under the jurisdiction of the Library Committee of seven members, representing students and faculty. The college librarian and her assistants provide constructive instruction in the effective use of the library facilities, and arrange library materials and exhibits deemed necessary and helpful in class work by faculty members.

Adequate files of illustrative materials supplement the books in the fields of Education, Social Studies and Industrial Arts to meet the needs of the different teacher-training curricula. Bulletins of the Office of Education, reports of the Massachusetts State Department of Education, publication of the N. E. A. and American Council on Education, and other pamphlets are received and filed for library use. Other special features are the selection of children's books for the use of students in training and collection of Industrial Arts books, chosen with the active cooperation of a committee from Epsilon Pi Tau chapter of the college. The Fitchburg Public Library, located less than a mile from the campus, has an excellent general library, and its staff is always most helpful in providing additional library resources.

The library is open and staffed from 7:30 to 4:30 daily except Saturday when the hours are 9 to 12 a.m.

Hastings Greenhouse. This very valuable asset which provides laboratory experiences to both college students and training school pupils was presented to the institution by Mr. George H. Hastings, a former member of the faculty of the Fitchburg State Teachers College. Vegetable and flower gardens, shrubbery and trees provide excellent opportunities for Nature Study.

The Athletic Field on the north border of the campus has a playing area of approximately seven acres. Plans have been accepted for a new gymnasium which will include game rooms, basketball floor, and adequate locker facilities.

## TRAINING SCHOOLS FOR STUDENT TEACHING

**Observation and Demonstration**

A very important phase of a teacher's professional education is the contact with actual school situations. To provide this opportunity, the College maintains three training schools with approximately 500 pupils: two elementary schools and a junior High school.

# Requirements For Admission

**I. Application for Admission.** Every candidate for admission to a teachers college is required to fill out a blank entitled "APPLICATION FOR ADMISSION TO STATE TEACHERS COLLEGES" and send it to the president of the Teachers College of his choice. This blank may be obtained at the high school or the teachers college and may be filed after January 1 of the year in which the candidate desires to enter. The blank should be filed by March 25. Applications will be accepted after March 25, but, in any of the Teachers Colleges where waiting lists are established, as explained in VII, candidates applying after this date will be placed on waiting lists following the September examinations.

**II. Blank to be Filed by The High School Principal.** The principal of the high school is expected to fill out a blank giving the "HIGH SCHOOL RECORD" for each year, and a "RATING OF PERSONAL CHARACTERISTICS" and send it to the President of the Teachers College.

**III. General Qualifications.** Every candidate for admission as a regular student must meet the following requirements;

**1. Health.** The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

**2. High School Graduation.** The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

**3. Completion of Fifteen Units of High School Work.** The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

**4. Personal Characteristics.** The "RATING OF PERSONAL CHARACTERISTICS" and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

**IV. Scholarship Requirements for Admission by Certificate.** (For Admission by Examination, see V) Of the 15 units presented for admission 12 must be selected from Number 2 following and must include the 7 units listed in this paragraph as "Prescribed." The additional 3 units required may consist of any work which the high school accepts in partial fulfillment of its graduation requirements:

**1. Prescribed 7 Units.**

| | |
|---|---|
| English | 3 units |
| American History and Civics | 1 unit |
| Algebra | 1 unit |
| Geometry | 1 unit |
| Science | 1 unit |

**5. Distribution of Units for Certified Applicants.**

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units (no credit accepted for less then 2 units of any one language); Mathematics, 3 units; Industrial Arts, 2 units.

**3. Admission by Certificate. (Plan I)**

The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by certificate is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list and five others from the list given under IV 2. The number of units offered is subject to the restriction of IV 2.

In the case of subjects which continue for two years the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English only 3 units will be accepted among the required 12 units. A fourth unit of English maybe accepted as one of 3 additional units.

**4. Admission by Certificate. (Plan II)**

Students in the upper quarter of the high school, or college preparatory class, are eligible for admission without examination, provided that they have completed fifteen units and have received passing grades in the seven units listed as "Prescribed."

**V. Admission by Examination**

Students who are not eligible for admission by certificate or by reason of upper quarter standing as described in the foregoing, but who possess a high school diploma or its equivalent and are interested in teaching, may be admitted to the Teachers Colleges on the successful completion of aptitude tests prescribed by the

Department of Education. Candidates applying under this provision will be personally interviewed at the Teachers College to which application is being made. Their standing will be determined by the scholastic and personality records, examination scores and personal interviews.

**VI. Waiting Lists.** If the number of applicants for admission who have applied by March 25, is in excess of the number that the facilities of the Teachers College will accommodate, the scholastic records and the ratings of the personal characteristics of all applicants will be evaluated in accordance with the method stated below. Certified candidates and candidates who are eligible for admission because of upper quarter standing will be admitted first and in that order, as determined by their total scores. Candidates for admission by examination will then be admitted in the order determined by their scholastic and personality records, examination scores, and interviews. Waiting lists established after the April examinations will remain in force until after the September examinations when new waiting lists will be established. Vacancies occuring between the April and September examinations will be filled from the April list.

(a) Scholarship will be allowed a maximum of 75 points for 15 units of work.
(b) Personality will be allowed a maximum of 25 points.

As a basis of computing the total score from the scholastic record, as submitted by the high school principal, a mark of "A" will be allowed 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis of computing the personality record which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

**VII. Place and Time of Examination.** Examinations may be taken in April and September at any State Teachers College including the Massachusetts School of Art. Candidates are reminded, however, that in a number of the Teachers Colleges the full complement of students is admitted as a result of the April examinations and that the number admitted in September is limited to replacements for withdrawals. Students who wish to take examinations at a

Teachers College other than the one for which they are applying should notify the college president in advance.

**VIII. Admission as Advanced Students.** Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

### SCHEDULE OF APTITUDE TESTS FOR 1950

(All day—beginning at nine o'clock)

**Scholastic Aptitude Tests**

(to be given at all the State Teachers Colleges and the Massachusetts School of Art.)

April 4, 1950 and September 8, 1950

### COLLEGE YEAR BEGINS

September 11, 1950

### REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Teachers Colleges. Under this system, grades will be given the following values: A-4, B-3, C-2, D-1.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g. a six-semester-hour course with a rating of "A" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

4. Incomplete grades for the first semester must be made up within eight weeks after termination of the course. Incomplete grades for the second semester must be made up within eight

weeks after the opening of college. (No course may be marked "incomplete" unless 80% of the work has been done at the time of discontinuance.)

5, The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in failed courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed, before September 1 of the senior year. These courses must be taken in approved summer sessions, or, when possible, during the regular college year. Continuing subjects in which "E" grades have been received must be successfully repeated before the student may take advanced work.

7. The grade for a repeated course will be recorded in the college records as "repeated and passed at..... with a grade of.....". The grade for courses substituted for electives will be recorded in the same way with the elimination of "repeated."

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:

1. **Fees for Residents of Massachusetts**

   $75.00 a year for graduate and undergraduate, payable in installments—one in September and one in January, at the beginning of each semester.
   $2.50 a semester hour—Courses for part time students.
   $7.00 a semester hour—Extension Courses.

2. **Fees for Non-Residents of Massachusetts**

   $300.00 a year for graduate and undergraduate payable in two installments—at the beginning of each semester.
   $8.00 a semester hour—Extension Courses.

**Board Rates**

Rates for board and room are established by the State De-

partment of Education. The present annual rate is $380.00 payable as follows:

Opening of school, September, $113.00, December 1, $89.00, February 1, $89.00; April 1, $89.00

**Student Activity Fee**

$20.00, payable in September at registration.

All payments must be made strictly in advance, without the presentation of bills.

**Textbooks and Supplies—**

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of $50.00 a year.

## ATHLETIC PROGRAM

The main source of intercollegiate athletic competition in soccer, basketball, baseball, track and tennis, is provided by the New England Teachers College Athletic Conference. This includes a total of 12 teachers colleges throughout New England with a unity of purpose in the field of teacher training. It affords an excellent training program for the many students participating who will enter the school systems of New England as teachers and coaches. Contests are also scheduled with liberal arts and technical colleges within the area. A varsity "F" is awarded to the team members who meet the standards of competition established for these contests.

The intramural athletic program includes competition in soccer, touch football, basketball and softball on a class or campus club basis. An award is made to the team that becomes a champion in any of these sports. This program provides opportunity for a greater number of men than can be adequately taken care of by varsity athletics.

Because of the favorable location of the college there are winter sports such as skating and skiing sponsored by the Ski Club.

The Women's Athletic Association provides a full sports program for women. Major sports are field hockey, basketball, volleyball and softball. The women's teams, have friendly compe-

tition with other teachers colleges in addition to the intra-mural program.

Other sports are archery, tennis, badminton, and bowling.

## STUDENT ORGANIZATIONS AND ACTIVITIES

The Student Cooperative Association controls student affairs. It operates through a council composed of two representatives from each class and four upper class officers elected at large, with the advice of three faculty sponsors. It plans the social calendar, fixes and operates the activities budget, plans assemblies and charters clubs.

All classes, clubs, and organizations operate on the general principle that each shall contribute something of worth to the college as well as minister to its own special interests and needs. Working through them, a well-rounded education in social activities is made available to each student.

Each of the four classes chooses a faculty sponsor and with that advisement carries on its business and social activities. The class operates within the budget apportioned to it by the council and sponsors one of the major parties of the year, e.g., the Sophomores have the Hallowe'en Party and the Freshmen the Winter Carnival Ball. Each class participates in the Class Day exercises.

Among the student clubs subsidized by the Cooperative Association are the Art Club, the Dramatic Club, the Glee Club, the Ski Club, and the Student Forum. Each plans and executes a student assembly in addition to its own special activities.

A weekly paper, *The Stick*, and the college Yearbook, *The Saxifrage*, are published on campus. Each has a separate staff with a sponsor and a place in the Cooperative budget. Staff organization follows closely that observed by newspapers and magazines.

Religious interests are served by the Newman Club and the Student Christian Association, each of which, under guidance of a faculty sponsor, holds regular meetings with both home and outside speakers, carries on club activities, and furnishes a valuable link with the city.

The men in Palmer Hall and the women in Miller Hall, respectively, have Boards which cooperate in directing and spon-

soring social activities. The students in each dormitory govern themselves under the direction of resident faculty sponsors.

The Commuting Men's and Women's Boards control all activities relating to the comfort and welfare of the men and women who do not reside on the campus. Each has a recreation room and a lunch room.

Epsilon Pi Tau, the Industrial Arts honor society, has a chapter at Fitchburg.

## ADDITIONAL EDUCATIONAL OPPORTUNITES AT FITCHBURG

**The Graduate Department.**

The State Teachers College at Fitchburg offers a course of study leading to the degree of Master of Education (Ed.M.) to graduates of teachers colleges and to graduates of liberal arts colleges who wish to qualify for teaching in the public schools.

**The Vocational Education Program.**

A cooperative program leading to the degree of Bachelor of Science in Vocational Education is conducted by the college and the State Division of Vocational Education.

**In Service Training Of Teachers**

Courses are offered on campus for teachers in service who are graduates of normal schools but who wish to qualify for the degree of Bachelor of Science in Education granted by Fitchburg. Courses are also arranged on a workshop basis for teachers who wish to improve their teaching even if they are not concerned with a degree. These courses are planned in cooperation with local school systems.

**Summer School**

Both graduate and undergraduate courses are available in the summer session.

Information concerning these special programs will be sent on request.

## REQUIREMENTS FOR THE ELEMENTARY AND JUNIOR HIGH TEACHERS

### FIRST YEAR

| *1st Semester* | S.H. | C.H. | *2nd Semester* | S.H. | C.H. |
|---|---|---|---|---|---|
| Eng. 100 Freshman Eng. | 4 | 4 | Eng. 101 Freshman English | 3 | 3 |
| S.S. 100 Western Civilization | 3 | 3 | S.S. 101 Western Civilization | 3 | 3 |
| Math. 100 Freshman Math. | 3 | 3 | Math. 101 Freshman Math. | 3 | 3 |
| or | | | or | | |
| Math. 1 | | | Math. 2 | | |
| Sci. 100 Biological Science | 3 | 4 | Sci. 101 Biological Science | 3 | 4 |
| Mus. 100 Music Appreciation | 3 | 3 | Art 100 Art Appreciation | 3 | 3 |
| Health and Phys. Ed. 100 | 1 | 2 | Health and Phys. Ed. 101 | 1 | 2 |
| | 17 | 19 | | 16 | 18 |

### SECOND YEAR

| *1st Semester* | S.H. | C.H. | *2nd Semester* | S.H. | C.H. |
|---|---|---|---|---|---|
| Eng. 103 Soph. English | 3 | 3 | Eng. 104 Soph. English | 4 | 4 |
| S.S. 110 Principals of Human Geography | 3 | 3 | S.S. 120 Economics | 3 | 3 |
| Sci. 110 Physical Science | 3 | 3 | Sci. 111 Physical Science | 3 | 3 |
| S.S. 105 U.S. History | 3 | 3 | Psyc. 100 General Psychology | 3 | 3 |
| Elective | 3 | 3 | Elective | 3 | 3 |
| H. and P.E. 103 | 1 | 2 | H. and P.E. 104 | 1 | 2 |
| | 16 | 17 | | 17 | 18 |

## CURRICULUM FOR TEACHERS GRADES 1 - 4

### THIRD YEAR

| *1st Semester* | S.H. | C.H. | *2nd Semester* | S.H. | C.H. |
|---|---|---|---|---|---|
| Ed. 200 Curriculum Materials for Grades 1-4 | 10 | 12 | Ed. 210 Practice Teaching in Grades 1-4 | 12 | 25 |
| Art 200 Methods & Materials in Art | 3 | 4 | | | |
| Mus. 200 Methods & Materials in Music | 3 | 3 | | | |
| I.A. 203 Constructional Activities in Elementary Education | 1 | 2 | | | |
| | 17 | 21 | | | |

### FOURTH YEAR

| *1st Semester* | S.H. | C.H. | *2nd Semester* | S.H. | C.H. |
|---|---|---|---|---|---|
| Phil. 200 Source Readings in Philosophy | 3 | 3 | Phil. 201 Source Readings in Philosophy | 3 | 3 |
| S.S. 210 Regional Geography | 3 | 3 | S.S. 200 Rec. World History | 3 | 3 |
| S.S. 230 Government | 3 | 3 | S.S. 240 Sociology | 3 | 3 |
| Psyc. 200 Child Development | 3 | 3 | Psyc. 210 Testing Clinic | 2 | 2 |
| Ed. 220 Reading Clinic | 2 | 4 | Ed. 230 Seminar in Elementary Education | 2 | 2 |
| Elective | 3 | 3 | Eng. 210 The Drama | 3 | 3 |
| | 17 | 19 | | 16 | 16 |

## CURRICULUM FOR TEACHERS GRADES 5 - J.H.S.

### THIRD YEAR

| *1st Semester* | S.H. | C.H. |
|---|---|---|
| Ed. 201 Curriculum Materials for Grades 5 - J.H.S. | 6 | 8 |
| Methods & Materials in Art | 1 | 1 |
| Methods & Materials in Music | 1 | 1 |
| Methods & Materials in Physical Education | 1 | 1 |
| Curriculum Materials in J.H.S. Choose two | | |
| Mathematics | 1 | 1 |
| Science | 1 | 1 |
| History | 1 | 1 |
| Geography | 1 | 1 |
| English | 1 | 1 |
| Electives | 6 | 6 |
| | 17 | 19 |

| *2nd Semester* | S.H. | C.H. |
|---|---|---|
| Ed. 211 Practice Teaching in Grades 5 - J.H.S. | 12 | 25 |

### FOURTH YEAR

| *1st Semester* | S.H. | C.H. |
|---|---|---|
| Phil. 200 Source Readings in Philosophy | 3 | 3 |
| Psyc. 205 Psychology of Adolescence | 2 | 2 |
| S.S. 230 Government | 3 | 3 |
| S.S. 240 Sociology | 3 | 3 |
| Electives | 6 | 6 |
| | 17 | 17 |

| *2nd Semester* | S.H. | C.H. |
|---|---|---|
| Phil. 201 Source Readings in Philosophy | 3 | 3 |
| S.S. 200 Rec. World History | 3 | 3 |
| Psyc. 210 Testing Clinic | 2 | 2 |
| Ed. 230 Seminar in Education | 2 | 2 |
| Eng. 210 The Drama | 3 | 3 |
| Elective | 3 | 3 |
| | 16 | 16 |

# CURRICULUM FOR INDUSTRIAL ARTS

## FIRST YEAR

| *1st Semester* | S.H. | C.H. | *2nd Semester* | S.H. | C.H. |
|---|---|---|---|---|---|
| Eng. 100 Freshman English | 4 | 4 | Eng. 101 Freshman English | 3 | 3 |
| Math. 100 Freshman Math. or Math. 1 | 3 | 3 | Math. 101 Freshman Math. or Math. 2 | 3 | 3 |
| I.A. 112 Design in General Culture | 3 | 3 | Music 100 Music Appreciation | 3 | 3 |
| I.A. 105 General Woodworking | 3 | 6 | I.A. 115 General Metal | 3 | 6 |
| I.A. 110 Drawing | 3 | 6 | I.A. 120 Printing | 3 | 6 |
| H. & P.E. 100 | 1 | 2 | H. & P.E. 101 | 1 | 2 |
| | 17 | 24 | | 16 | 23 |

## SECOND YEAR

| *1st Semester* | S.H. | C.H. | *2nd Semester* | S.H. | C.H. |
|---|---|---|---|---|---|
| Sci. 110 Physical Science | 3 | 3 | Sci. 111 Physical Science | 3 | 3 |
| S.S. 100 Western Civilization | 3 | 3 | S.S. 101 Western Civilization | 3 | 3 |
| I.A. 111 Industrial Arts Drawing | 3 | 6 | Psyc. 100 General Psychology | 3 | 3 |
| I.A. 121 Printing | 3 | 6 | I.A. 106 Woodwork | 3 | 6 |
| I.A. 116 Metal Shop | 3 | 6 | I.A. 125 Electrical Shop | 3 | 6 |
| Eng. 103 Soph. English | 3 | 3 | Eng. 104 Soph. English | 4 | 4 |
| H. & P.E. 103 | 1 | 2 | H. & P.E. 104 | 1 | 2 |
| | 19 | 29 | | 20 | 27 |

## THIRD YEAR

| *1st Semester* | S.H. | C.H. | *2nd Semester* | S.H. | C.H. |
|---|---|---|---|---|---|
| I.A. 200 Curriculum Materials in I.A. | 4 | 4 | I.A. 201 Curriculum Materials in I.A. | 4 | 4 |
| I.A. 225 Electrical Shop | 3 | 6 | I.A. 235 Practice Teaching in I.A. | 8 | 25 |
| I.A. 215 Metal Shop or I.A. 220 Printing | 3 | 6 | | | |
| I.A. 230 General Shop | 3 | 6 | | | |
| Elective | 3 | 3 | | | |
| | 16 | 25 | | 12 | 29 |

## FOURTH YEAR

| *1st Semester* | S.H. | C.H. | *2nd Semester* | S.H. | C.H. |
|---|---|---|---|---|---|
| Phil. 200 Source Readings in Philosphy | 3 | 3 | Phil. 201 Source Reading in Philosophy | 3 | 3 |
| I.A. 205 Woodshop | 3 | 6 | I.A. 210 Drawing | 3 | 6 |
| I.A. 226 Power Mechanics | 3 | 6 | I.A. Metal Shop or I.A. 220 Printing | 3 | 6 |
| S.S. 220 Industrial Society | 4 | 4 | Psyc. 210 Testing Clinic | 2 | 2 |
| Psyc. 205 Psychology of Adolescence | 2 | 2 | I.A. 231 Seminar in I.A. Ed. | 2 | 4 |
| S.S. 230 Government | 3 | 3 | Elective | 3 | 3 |
| | 18 | 24 | | 16 | 24 |

# CURRICULUM FOR NURSING EDUCATION

## FIRST YEAR

| *1st Semester* | S.H. | C.H. | *2nd Semester* | S.H. | C.H. |
|---|---|---|---|---|---|
| Eng. 100 Freshman English | 4 | 4 | Eng. 101 Freshman English | 3 | 3 |
| S.S. 100 Western Civilization | 3 | 3 | S.S. 101 Western Civilization | 3 | 3 |
| Math. 100 Freshman Math. | 3 | 3 | Math. 101 Freshman Math. | 3 | 3 |
| or | | | or | | |
| Math. 1 | | | Math. 2 | | |
| Sci. 100 Biological Science | 3 | 4 | Sci. 105 Anatomy & Physiology | 3 | 4 |
| Sci. 114 Inorganic Chemistry | 3 | 4 | Sci. 115 Organic Chemistry | 3 | 4 |
| H. & P.E. 100 | 1 | 2 | H. & P.E. 100 | 1 | 2 |
| | 17 | 20 | | 16 | 19 |

## SECOND YEAR

| *1st Semester* | S.H. | C.H. | *2nd Semester* | S.H. | C.H. |
|---|---|---|---|---|---|
| Eng. 102 Soph. English | 3 | 3 | Eng. 103 Soph. English | 4 | 4 |
| Sci. 106 Anat. & Phys. | 3 | 4 | Psyc. 100 Psychology | 3 | 3 |
| Sci. 110 Physics | 3 | 3 | Sci. 116 Med. Physics | 3 | 4 |
| S.S. 120 Economics | 3 | 3 | S.S. 240 Sociology | 3 | 3 |
| Phil. 200 Source Readings | | | Art 100 Art Appreciation | 3 | 3 |
| Philosophy | 3 | 3 | Music 100 Music Appreciation | 3 | 3 |
| H. & P.E. 103 | 1 | 2 | H. & P.E. 104 | 1 | 2 |
| | 16 | 18 | | 20 | 22 |

## FIFTH YEAR

| | S.H. | C.H. |
|---|---|---|
| Eng. 210 The Drama | 3 | 3 |
| S.S. 200 Recent World History | 3 | 3 |
| Phil. 201 Source Readings in Philosophy | 3 | 3 |
| S.S. 230 Government | 3 | 3 |
| Ed. 202 Principles of Teaching | 3 | 3 |
| Psyc. 205 Psychology of Adolescence | 2 | 2 |
| Psyc. 210 Testing Clinic | 2 | 2 |
| | 19 | 19 |

# Description of Courses

## ART

ART 100. **Art Appreciation**

3 semester hours

In this introductory course, the study of art structure gives the student a basis for evaluation and enjoyment of our art heritage in the painting, sculpture, architecture, and minor arts of representative countries and periods. There will be opportunity for observation and discussion of elements and principles of beauty in nature, for guided trips to museums, frequent exhibitions, and for creative expression.

ART 200. **Methods and Materials in the Teaching of Art**

3 semester hours, 4 clock hours

To develop an understanding of the place of art in elementary education and to prepare students to teach art effectively, they are given experience with a wide variety of materials, processes, tools, and methods. Observation and discussion of the philosophy and practice of art education programs, evaluation of courses of study, and the collection of reference material help the student to make art a vital part of the integrated elementary curriculum.

ART 201. **Arts and Crafts (Elective)**

3 semester hours, 4 clock hours

Through a wide variety of art experiences, the student develops a flexible, creative mind. Exploration in many fields of expression, visits to museums, study of the history and contributions of these arts to our modern culture and the application of principles of design in the creation of useful and beautiful objects will promote self-realization.

## EDUCATION

The candidate for admission to the State Teachers College at Fitchburg (in preparation for teaching other than Industrial Arts) makes a tenative choice between the Primary Curriculum (training for Grades 1 - 4) and the Upper Grade-JHS Curriculum (training for Grades 5 - 9) This tentative choice is made on the candidate's application blank. Such a choice is, of course, based on less than the detailed knowledge of needs and interests which the student will acquire in the first two years at this college. Therefore, it may seem desirable to the student or desirable to

the college authorities to revise this tentative choice of course at the end of the second year.

Final entrance into the Upper Grade JHS course will require that a high standard of scholarship shall have been attained during the first two years in the subjects in which the student wishes to become a specialist teacher in the Junior High School. Permission to finally enter the Upper Grade JHS Curriculum will also depend upon the possession by the student of those particular traits of personality best suited to upper grade pupils.

Final entrance into the Primary Curriculum will depend upon a high standard in general scholarship during the first two years and upon the possession by the student of the traits of personality necessary for success in teaching little children.

Since this college is maintained to meet the needs for teachers in the Commonwealth of Massachusetts, it seeks to maintain a reasonable relationship between the numbers which it trains for the several fields of teaching and the demand for teachers in those fields. Therefore, the college maintains quotas which limit the numbers who may be trained for Upper Grade-JHS teaching and for Primary teaching. These quotas are flexible and change from year to year in accordance with demand. It is not possible to inform candidates for entrance as to what the quota limits will be at the end of their second college year.

**ED. 200. Curriculum Materials for Grades 1 Through 4**

10 semester hours

This course deals with the broad general methods and curricular principles equally applicable to all the subjects of Grades 1-4 with the exception of art, music, and industrial arts. From a preliminary general core, the several subject specialists in social studies, science, reading and language arts, and health and physical education develop understanding of the use of the specialized materials and techniques in the unified and socially centered experience units which are the program of Grades 1-4 in the modern school.

Of the total of 192 clock hours, 48 are spent in general principles, 32 in observation, 48 in language arts developed around social studies and health centers of interest, 32 in arithmetic experience, 16 in science, and 16 in games and physical education. Reading is stressed throughout as a chief means to pupil experience in all the subject areas.

**ED. 201. Curriculum Materials for Grades 5 Through 9**

11 semester hours

This course deals with the broad general methods and curricular principles equally applicable to all the school subjects of Grades 5-9. The specialized methodology of art and music receive separate emphasis. In addition to acquaintance with the general core of method and curricula, the student must specialize in two areas selected from English, history, mathematics, geography and science.

The student, will, out of a total of 190 clock hours, spend 48 in general principles, 32 hours in observation, 10 hours in English Language and Literature, 10 hours in remedial reading, 15 hours in music, 6 hours each in mathematics, history, geographphy, science, and health and physical education. He will also spend 30 hours on special methods in 2 Junior High School subject matter fields, for example, English and history.

**ED. 210. Practice Teaching in the Primary Grades**

12 semester hours, 24 clock hours

This course consists of full time assignment to the elementary practice school for an entire semester. The student-teacher is under the constant guidance of a practice school superviser. The student-teacher gradually assumes increasing responsibility in teaching and management until he finally assumes the full responsibility of a regular teacher in a public school. Instructional planning, care of physical environment, control, pupil accounting as to attendance, health, and various techniques of instruction and evaluation of pupil progress are the broad areas in which the student-teacher acquires experience.

**ED. 211. Practice Teaching in the Upper Grades and the Junior High School**

This course consists of full time assignment to the upper elementary and Junior High grade for an entire semester. Training is provided in the student's subject fields of specialization as well as in the full activity of a grade. Practice teaching is done in the Teachers College Practice Schools located on the campus and in affiliated local schools.

**ED. 220. Professional Clinic in Reading**

2 semester hours, 4 clock hours

This course deals with methods of analysis for the prevention and correction of difficulties in the teaching of reading in the elementary grades. Instructional methods and materials, diagnostic tests, self-administering devices, and tutoring techniques are studied, used, and evaluated. Each student works with

individual children or groups of children of normal intelligence who have serious difficulties in learning and need remedial instruction in reading.

**ED. 230. Seminar in Elementary Education**

2 semester hours

This course undertakes a re-evaluation of principles and practices in the elementary school viewed from the vantage point of prior practice teaching experience. It is intended to assist in the formulation and refinement of an individual working philosophy of education.

**ED. 231. Seminar in Junior High School Education**

2 semester hours

This course is similar to Ed. 230, except that the focus is upon grades 5 through 9.

## ENGLISH

ENG. 100 and 101. **Freshman English**

7 semester hours

This course is designed to furnish the training in reading, speaking, and writing English effectively which is necessary for the students' work in college and in life. Training is provided through practice in silent reading, oral reading, in logical thinking, and fundamentals of form and style, in the extension of vocabulary, and in the control of voice and body in speaking. Students are encouraged to read widely as a means of broadening their interests and increasing their ability in written and spoken English. The works of Homer, Shakespeare, Dickens, Thackeray, Doestoevski, Turgenev, Conrad, and Mark Twain are the basic texts for the course.

ENG. 102 and 103. **Sophomore English**

7 semester hours

The chief works of nine or ten great British poets—Chaucer, Spencer, Shakespeare, Milton, Pope, Coleridge, Carlyle, Browning, and Arnold—will be studied intensively. The aim of the course is to make the students well acquainted with a few great writers and their works rather than to give a survey of many. Students' power and desire to read independently should be increased as their enjoyment of literature and their sense of its values are cultivated. Considerable practice in written and oral composition is also provided.

ENG. 200. **The Drama**

3 semester hours

Twelve to fifteen dramas by such writers as Aeschylus, Sophocles, Plautus, Marlowe, Shakespeare, Racine, Sheridan, Heb-

bel, Ibsen, Galsworthy, O'Neil and Maxwell Anderson are read and studied in this course. The purpose is to give the student a wide and fascinating record of human accomplishment through the masterpieces of the Greeks of the Fifth century B.C. to those of O'Neil and Anderson of the present day. Facts of biographical and literary significance only as they bear directly on the themes of the dramas will be included.

ENG. 210. **Shakespeare (Elective)**

3 semester hours

This course is a course in reading and appreciation. A selected group of Shakespeare's plays will be read and discussed in class for the purpose of stimulating the appreciative and critical abilities of the student. The plays selected will be those suited to increasing the student's familiarity with the best of Shakespeare's works.

ENG. 215. **American Literature (Elective)**

3 semester hours

The aim of this course is to give an appreciation and knowledge of the representative authors of America. Emphasis will be placed upon the political, social, economic, and philosophic movements that are reflected in the development of American literature. Such authors as Longfellow, Holmes, Whittier, Emerson, Hawthorne, Frost, and Robinson will be studied.

ENG. 220. **The Novel (Elective)**

3 semester hours

Twelve novels—from Fielding's Joseph Andrews to Hemingway's Farewell to Arms—are read and discussed in this course. The purpose is to lead the students to see the novel grow in power and complexity; and with this in mind each novel will be studied as a social document, as a work of art, and as a record of the author's experience and his reaction to that experience.

Eng. 221 **Modern Poetry (Elective)**

3 semester hours

This course consists of a study of the mainstream of contemporary verse. Poets to be studied include Yeats, Hopkins, Wilfred Owen, Pound, T. S. Eliot, Crane, Cummings, Edna St. Vincent, Millay and Auden. The objectives of such study are two: first, to make the student familiar with poetry wherever he finds it; and to compare contemporary verse with that of the Romantic and Victorian periods.

ENG. 224. **Children's Literature (Elective)**

3 semester hours

The course develops standards for judging literary material suitable for children in the elementary grades, for present-

ing the material effectively through reading, story telling and related activities. The literary interests and tastes of children at different stages and levels of development are studied. Sources of materials—traditional and modern—books, pictures, records, maps, posters—all types of illustrative material, the making of bibliographies and the techniques of effective presentation of materials to different age groups are discussed and demonstrated. Book clubs, class room libraries, book fairs, and suggestions for interesting the non-reader a well as the wide reader are considered.

ENG. 225. **School Publications (Elective)**
3 semester hours
This course intended to equip teachers to supervise all types of school periodicals as a part of their work. It comprises a study of school newpapers, magazines, and yearbooks from the viewpoint of organization, operation, and production. Elements of journalism are studied and applied to the publication of our college newspaper.

## HEALTH AND PHYSICAL EDUCATION

H. and P.E. 100 and 101. **Physical Education (Men)**
1 semester hour, 2 clock hours
Instruction and practice in the fundamental skills of seasonal games for intramural competition.

H. and P.E. 100 and 101. **Physical Education (Women)**
1 semester hour, 2 clock hours
Introduction to seasonal sports: Field Hockey, Soccer, Basketball, Volleyball, Tennis and Softball. Developmental activities including rhythmic combinations, marching tactics, stunts and self-testing activities.

H. and P.E. 102 and 103. **Physical Education (Men)**
1 semester hour, 2 clock hours
Instruction and practice in individual and group skills for recreational purposes.

H. and P.E. 102 and 103. **Physical Education (Women)**
1 semester hour, 2 clock hours
Advanced Hockey, Basketball, Volleyball, Tennis, and Softball. Individual group games: Badminton, Shuffleboard, Deck Tennis, Pingpong. Folk and Country Dancing.

H. & P.E. 100-101 **Physical Education (Men)**
1 semester hour, 2 clock hours
Instruction and practice in the fundamental skills of athletic games for intramural competition.

H. and P.E. 205 **Health Education (J.JH.)**

1 semester hour, 2 clock hours

The educational aspects of the school health program with the broad general nature of health problems in schools.

H. and P.E. 210 **The Techniques of Basketball Coaching (Elective for men)**

3 semester hours, 3 clock hours

A knowledge of the rules of Basketball from the officiating standpoint. Instruction and demonstrations of the fundamental skills of the game as well as the coaching techniques necessary to develop team play.

H. and P.E. 211 **Sports Program (Elective for men)**

3 semester hours, 3 clock hours

A knowledge of the rules and practice in the skills of various recreational activities for a school sports program.

H, & P.E 215 **Coaching of Girls' Sports (Elective for Women)**

3 semester hours, 3 clock hours

Fundamental coaching and teaching procedures of Women's Basketball, Volleyball, and Softball. Practice in officiating included.

## INDUSTRIAL ARTS

I.A. 100. **Arts of Industry (Elective for Sophomores)**

3 semester hours

We live in an Industrial Civilization which is rich in culture and traditions. The purpose of this course is to explore the basic fields of industry with a view to determine how they influence our daily lives. Included are the growth and development of industry, the sources of raw materials, the processing and transformation into usable products, and the selection based upon utility, design and cost. Emphasis is also placed upon the use of this material in conjunction with the teaching of elementary and secondary school subjects.

This course will be taught jointly by all members of the Industrial Arts faculty in which each will contribute the content of his specific fields.

I.A. 105. **General Woodwork**

3 semester hours, 6 clock hours

An elementary course in processes, materials, use of hand tools and machines, and correct methods of work. Related information, trade terms, and instruction sheets. Emphasis is placed on practical hand work, a general knowledge and use of woodworking machines, and safety.

I.A. 106. **Woodwork**

3 semester hours, 6 clock hours

Prerequisite: I.A. 105. General Woodwork

Proper sequence and application of operations in advanced woodwork. The applications of joints, hardware, woodturning, and surface decoration. Studies in materials, rod layout, cost of material, working properties and strength of common woods.

I.A. 110. **Industrial Arts Drawing**

3 semester hours, 6 clock hours

This course will be primarily concerned with the fundamentals of drawing techniques and procedures, including lettering, orthographic projection, symbols, sections and conventions, detail and assembly drawing and surface development.

Content for all Industrial Arts Drawing courses is designed toward developing reasonable proficiencies for teaching drawing as a subject, and its use in the preparation of instructional material.

I.A. 111. **Industrial Arts Drawing**

3 semester hours, 6 clock hours

Prerequisite: I.A. 110

This course is organized to develop skills through practical experiences in pictorial rendering techniques with various media. Essentials of design in industrial arts are taught through designing functional projects in the major areas of Industrial Arts. Emphasis will likewise be placed on blackboard technique as a necessary skill of every industrial arts teacher.

I.A. 112 **Design in General Culture**

3 semester hours, 4 clock hours

A study and application of the principles of design in the fine and practical arts, including painting, sculpture, architecture, and the products of industry.

I.A. 115. **General Metal**

3 semester hours, 6 clock hours

A study of the production, characteristics and uses of various metals, materials and fastenings used in bench metal and sheet metal work. Shop practice in forging, tempering, forming and assembling work constructed from bar steel. Sheet metal construction and pattern layouts.

I.A.. 116. **General Metal**

3 semester hours, 6 clock hours

A study of the construction and operation of the lathe. The making of molds and casting non-ferrous metals. Selected

projects with related information on tools, materials and processes.

I.A. 120. **Printing**

3 semester hours, 6 clock hours

This beginning course in printing is required of all Freshmen and is an exploration of basic occupations and fundamental operations found in the printing industry. The first half of the course is devoted to elementary type setting, stonework, platen presswork and simple bindery operations. The second half of the course will consist of a study of typographic design and its application to display problems. The shop work will be supplemented by related and technical information and a notebook is required.

I.A. 121. **Printing**

3 semester hours, 6 clock hours

This course is a continuation of the above with further study of printing practices and advanced shop problems. The work will include the operation of special machinery, such as the linotype, automatic job presses, cylinder press, folder, etc., and emphasis will be placed upon the practical production of jobs, including the college newspaper. A study will be made of many special processes and types of plates used for printing.

I.A. 125. **Electric Shop**

3 semester hours, 6 clock hours

This course is designed to give a fundamental background in the theory of electricity and to plan, organize and construct projects which will illustrate these fundamentals such as building and winding simple motors, heating elements, communication instruments and lighting fixtures. Instruction is also given in annunciator and various types of house wiring.

I.A. 126. **Electric Shop**

3 semester hours, 6 clock hours

Advanced theory and practice in the field of electricity with special emphasis on radio circuits and radio construction. Each student participates in the construction of various types of radios from a small design up to a six tube superhetrodyne. Originality in planning and constructing projects, and organizing the technical information necessary to teach with these projects is stressed.

I.A. 200 **Curriculum Materials in Industrial Arts**

4 semester hours

The chief purposes of this course are to acquaint students with the underlying principles of learning and teaching, the

techniques of organizing instructional materials and procedures in managing shop classes. Principles, techniques and procedures are considered in terms of the teaching of industrial arts in secondary schools.

I.A. 201 **Curriculum Materials in Industrial Arts**
4 semester hours

In this course curriculum making in industrial arts is approached through an examination of the aims of general education, the evolution of the theory and objectives of industrial arts and a study of the principles and practices underlying curriculum construction, culminating in the development of courses of study and teaching units in industrial arts.

I.A. 203 **Construction Work in the Elementary Grades**
1 semester hour 2 clock hours

A required shop course for students preparing to teach in Grades 1-4. Students learn through experience how to plan and build to scale, objects of construction suitable for the unit work in the elementary school. Tools, materials and techniques of construction appropriate to the different grade levels are considered.

I.A. 205. **Woodwork**
3 semester hours, 6 clock hours
Prerequisite: I.A. 106

A number of short unit courses in the special fields of Pattern Making, Marquetry and Inlay, Carving, Upholstering, Carpentry, Finishing, and Shop Maintenance. Offers an economical way to gain experience in many related activities with a minimum of equipment and materials.

I.A. 210. **Industrial Arts Drawing**
3 semester hours, 6 clock hours
Prerequisite: I.A. 111

An approach to the study of various phases of industrial drawing as related to Industrial Arts, including machine tool design and drawing, electrical circuit layout and symbol usage, furniture design and layout, architectural drawing, and shop planning and layout. Management problems of drawing as a subject in the school curriculum will be considered.

I.A. 215. **General Metal**
3 semester hours, 6 clock hours

A study of the construction and operation of the milling machine, planer and shaper, acetylene and arc welding. Related technical information. Problems selected to meet the individual needs of the student.

I.A. 216 **Hand Arts (Elective)**

3 semester hours, 6 clock hours

Planning, designing and making individual projects in art metal, jewelry, plastics, leather, and other media.

I.A. 220. **Printing**

3 semester hours, 6 clock hours

In this course the knowledge and skills acquired in the previous printing courses will be coupled with other phases of graphic arts to create a general shop organization. Such crafts as block carving, silk screen printing, dry point etching, embossing, virkotyping, bronzing, etc., will be studied and applied to special projects suitable for junior high school classes. The organization and equipping of a Graphic Arts Shop will be emphasized.

I.A 225 **Power Mechanics**

3 semester hours 6 clock hours

Prerequisite I.A. 125

A study of the applications of power as a factor in our economic structure, with emphasis on the generation, the maintenance and the application of this power in our general Industrial Arts area. Laboratory practice on the operation and maintenance of the internal combustion engine together with the theory necessary for this practice, form the core of the course. Models and teaching aids are discussed and constructed.

I.A. 230 **General Shop**

3 semester hours, 6 clock hours

This course is composed of multiple activities in wood and metal finishing, home mechanics and experimental work in project development based on the unit method of organization and teaching.

I.A. 231 **Seminar in Industrial Arts Education**

2 semester hours

This seminar will serve as a post-training teaching clinic and as an advanced course in shop administration. Types of shops, records and forms, arrangements and layouts, and systems of management are studied.

I.A. 235 **Practice Teaching in Industrial Arts**

8 semester hours

Industrial arts students in either the junior or senior year are assigned to the campus schools or selected public schools for one complete semester of teaching. Each trainee serves as the teacher of a given number of classes and is held responsible for the social and educational conduct of the pupils in them. Guidance

in teaching and management is provided by experienced supervisors.

Trainees attend a weekly group conference to consider common problems and techniques in teaching, organization and management. The role of the teacher in home rooms, guidance, extra-curricular and other phases of the total school program are also discussed.

## MATHEMATICS

MATH. 1 and 2.

6 semester hours

This course presents basic principles and operations in algebra, geometry, trigonometry, and simple graphic representations. For students who do not have all the required math. for entrance.

MATH. 100 and 101. **General Mathematics**

6 semester hours

A course in elementary college mathematics in which the emphasis throughout is on the logical structure of mathematics and on its relation to other fields of knowledge. It provides work in the elements of college algebra, trigonometry, logarithms, analytic geometry, and calculus.

MATH. 200. **College Algebra (Elective)**

3 semester hours

A study of quadratic equations, graphical representations, progressions, inequalities, complex numbers, permutations and combinations, determinants, partial fractions, and series.

MATH. 205. **Business Mathematics (Elective)**

3 semester hours

The aim of this course is to provide the background for teaching the following phases of Junior High School Mathematics: mercantile discounts, problems of buying and selling, banking, installment buying, insurance, commission, taxes, and investments.

MATH. 210. **Trigonometry (Elective)**

3 semester hours

The study of trigonometric functions, fundamental relations, reduction formulas, solution of plane triangles, the theory and use of logarithms, trigonometric analysis, and solution of spherical triangles.

MATH. 215. **Analytic Geometry (Elective)**

3 semester hours

The study of geometric properties, by algebraic methods. Coordinate systems, loci and their equations, the straight line,

circle, parabola, ellipse, hyperbola, and the general equation of the second degree.

MATH. 220. **Calculus (Elective)**
3 semester hours
This course takes up the meaning of the derivatives, the value and the development of formulas, the application to problems involving shapes, maxima and minima, rates and velocities, etc.

## MUSIC

MUSIC 100. **Music Appreciation**
3 semester hours
Introductory course in music. European and American music of the past two-hundred years will be examined, with attention to the place of music in modern society and the relationships of music to the other arts.

MUSIC 200. **Methods and Materials for Music Teaching in the Elementary School**
3 semester hours, 4 clock hours
The objectives and techniques of teaching music in the first six grades will be studied. Available materials will be examined in detail. The prospective-teacher will have opportunity to improve her own music reading and to add to her personal music experiences. There will be observation of actual teaching situations.

**MUSIC 205. Survey of Music (elective)**
3 semester hours
In this course, the student will have an opportunity to review and supplement music-teaching techniques, to perfect music-reading, and to add to knowledge of music in general through listening and performing. Work in elementary harmony will be included. There will also be classroom observation.

## PHILOSOPHY

PHIL. 200 and 201. **Source Readings in Philosophy**
6 semester hours
In this course the contributions to human thought by the great original thinkers of western civilization will be considered in connection with their effect upon education. Selections will be read from Plato, Aristotle, St. Augustine, St. Thomas, Descartes, Berkely, Hume, Kant, Hegel, Schopenhauer, Nietszche, Bergson, James, and Dewey. The student will become acquainted with broad problems in metaphysics, epistemology, logic, aesthetics, and ethics.

## PSYCHOLOGY

PSYC. 100. **General Psychology**

3 semester hours

The objective of this course is to introduce the student to the field of psychology. A wide range of experimental data is considered in connection with current theories of learning, including Field theory. Laboratory exercises are included in the course.

PHYC. 200. **Child Development**

3 semester hours, 4 clock hours

This course aims to acquaint the young teacher with the nature of the growing child. The years from birth to about the age of twelve are included. Physical Growth, Speech, Social, Emotional and Intellectual Development are included. Assigned readings, lectures, observation periods in training schools, case studies, reports, and a number of written examinations.

PSYC. 205. **The Psychology of Adolescence**

2 semester hours

The aim of this course is to present a systematic analysis of the many-sided development of the adolescent child, between the ages of twelve and twenty. Assigned readings, lectures, case studies, and periodic written examinations.

PSYC. 210. **Educational Testing Clinic**

2 semester hours

This course aims to familiarize the young teacher with typical tests of educational achievement and mental ability. Some attention is given to elementary statistical procedures. There is practice in using group tests in the training schools. Lectures, assigned readings, problems, reports, and periodic written examinations.

Note: Elementary and Junior-High students usually take this course together. Each student selects the grade level in which he is most interested and becomes familiar with the children and tests at that level.

PSYC. 211. **The Nature and Measurement of Intelligence**

3 semester hours

Students who had course 210, or equivalent, may enroll for this course, which considers in some detail the nature of the human faculty which is measured by intelligence tests.

The practical feature of the course will consist in using a number of the individual tests of intelligence such as the Stanford-Binet and the Wechsler-Bellvue scales.

PSYC. 215. **Mental Hygiene**

3 semester hours

This course deals with principles and practices of mental health. Some attention will be given to the incidence of mental disease, the causes thereof, and methods of group and individual therapy. Special attention is given to conditions in the home and in the school, which are conducive to good mental hygiene. Many case studies are considered. Usually there is a trip to some near-by mental hygiene clinic.

## SCIENCE

SCI. 100 and 101. **Biological Science**

6 semester hours, 8 clock hours

The objective of this course is to teach the fundamental principles of biology as related to human life and to furnish a foundation for the understanding of such subjects as history, psychology, and education. The students are required to become familiar with classification, human relation, and to know the common forms of life in New England. The following topics are studied: series of lifetypes, living things, human disease, the ascent of man. Nursing students will take SCI. 100 in a separate division. They will pursue a condensed course.

SCI. 105 and 106. **Anatomy and Physiology**

6 semester hours, 8 clock hours

This course considers the human body as a whole, the skeletal and muscular system, the nervous system, the circulatory system, the digestive system, the respiratory system, the urinary system, glandular control of metabolism, the reproductive system, and prenatal development. Required for students in nursing education. Elective for others.

SCI. 110 **Physical Science Survey-First Term, Basic Physics**

3 semester hours

Prerequisite: Mathematics 100 and 101, or Mathematics 1 and 2.

A comprehensive survey of the basic laws of physics dealing with mechanics, heat, sound, light, and electricity and magnetism. In addition, informal seminars in descriptive astronomy are held during several periods within allotted class hours. Required of all sophomores.

SCI. 111. **Physical Science Survey-Second Term, Basic Chemistry**

3 semester hours

Prerequisite: Mathematics 100 and 101, or Mathematics 1 and 2.

A comprehensive survey of the fundamentals of chemis-

try, including inorganic chemistry and an introduction to organic chemistry. In addition, informal seminars in elementary descriptive meteorology and elementary descriptive earth science are held during several periods within allotted class hours. Required of all sophomores except those in the nursing curriculum.

SCI. 114. **Inorganic Chemistry** (offered during first term)
3 semester hours, 4 clock hours (one laboratory of two hours per week)
A systematic study of the fundamentals of chemistry with applications in inorganic chemistry. Special attention is given to problems in physiological chemistry. Required of freshmen in the nursing curriculum.
No Prerequisite.

SCI. 115. **Organic Chemistry** (offered during second term)
3 semester hours, 4 clock hours (one laboratory of two hours per week)
Prerequisite: Science 114.
A systematic study of carbon compounds at the pre-professional level, with special attention to problems in physiological chemistry. Laboratory emphasis is placed upon attainment of manipulative skill and thoroughness in laboratory procedures. Required of freshmen in the nursing curriculum

SCI. 116. **Medical Physics** (offered during second term)
3 semester hours, 4 clock hours (one laboratory of two hours per week)
Prerequisite: Science 110.
An extension of Science 110, wherein the basic laws of physics are interpreted and evaluated by showing their application to the field of medicine. Required of sophomores in the nursing curriculum.

SCI. 200. **Advanced Biology (Elective)**
3 semester hours
The purpose of this course is to study the chief biological problems that are directly related to human welfare. It is concerned with problems of conservation, development of better human relations, beautification of home and community.

SCI. 210 **Elective Chemistry** (offered during first term)
3 semester hours
Prerequisite: SCIENCE 111.
A study of chemistry and its applications in present day chemical processes and products, emphasizing subject matter related directly to modern life. Recommended as an elective to meet the requirements for teaching science at the junior high school level.

If possible, SCIENCE 210-L (Laboratory) should be taken concurrently with this course.

SCI. 210-L. **Elective Chemistry Laboratory**
(offered during first term)
1 semester hour, 2 clock hours (one laboratory of two hours per week)
A laboratory course designed to run concurrently with SCIENCE 210 and to illustrate the material presented in SCIENCE 210. Recommended as an elective to meet the requirements for teaching science at the junior high school level.
This course may not be elected unless SCIENCE 210 is taken concurrently. Prerequisite: SCIENCE 111.

SCI. 211. **Elective Physics** (offered during second term)
3 semester hours
An extension of SCIENCE 110, wherein the material presented previously in SCIENCE 110 is amplified by the mathematical approach. Emphasis is placed upon problem solving as a means to understanding. Recommended as an elective to meet the requirements for teaching science at the junior high school level.
If possible, SCIENCE 211-L (laboratory) should be taken concurrently with this course.
Prerequisite: SCIENCE 110.

SCI. 211-L. **Elective Physics Laboratory**
(offered during second term)
1 semester hour, 2 clock hours (one laboratory of two hours per week)
A laboratory course designed to run concurrently with SCIENCE 211 and to illustrate the material presented in SCIENCE 211. Recommended as an elective to meet the requirements for teaching science at the junior high school level.
This course may not be elected unless SCIENCE 211 is taken concurrently.
Prerequisite: SCIENCE 110.

## SOCIAL SCIENCE

S.S. 100 and 101. **History of Western Civilization**
6 semester hours
A survey of the development of our civilization, emphasizing the special characteristics and contributions of different peoples and periods.

S.S. 105. **History of the United States**

3 semester hours

This course is an interpretation of the growth and development of the whole of American civilzation: economic and social, literary and spiritual, as well as political. This course will trace the great forces both natural and social which have shaped the contemporary scene.

S.S. 110. **Principles of Human Geography**

3 semester hours

This is the begining course in the study of geography. Analysis is made of human relationships to climatic and physiographic regions, surface and underground waters, and soils and underlying rocks. Selected regions utilized by man receive special attention to enable a greater understanding why man's shelter, clothing, work, and food vary in different parts of the world.

S.S. 120. **Economics**

3 semester hours

A study of the organization and functioning of economic society presented to develop an understanding of the economic processes of production, consumption, distribution, and exchange, to bring about a correlation of economic experiences with the theories of value and distribution, with emphasis on cost, marginal utility, rent, interest, wages and profits, and an evaluation of proposals to alter economic institutions.

S.S. 200. **Recent World History**

3 semester hours

The two World Wars, their background and courses; the principal nations, and international relations, since 1918; analysis of world forces and problems.

S.S. 202. **History of Massachusetts (Elective)**

3 semester hours

An intensive study of the founding of Massachusetts and of her development as a colony; with a survey of her participation in and contribution to national life. A local history, and a type study in American history.

S.S. 205. **English History (Elective)**

3 semester hours

A survey of the growth and development of the English institutions: social, economic, constitutional, intellectual and empirical, in their relationships to the international and national evolution. Emphasis will be placed on the growth of national unity of the English people.

S.S. 210. **Regional Geography**
3 semester hours
This course aims to give students a working knowledge of the bases upon which the continents may be divided into natural regions, how their natural resources and industries are related, what products each contributes to the world's needs, and the leading routes and methods of transportation and distribution.

S.S. 211. **Physical Geography (Elective)**
3 semester hours
This course is planned to acquaint the student with the processes that are responsible for the earth's present physical features and to show the relationships of this natural landscape to man's activities. The latter portion of this course is devoted to a study of the major physiographic regions of the world. Interpretation of maps is emphasized.

S.S. 212. **Economic Geography (Elective)**
3 semester hours
A course designed to give a world understanding of the interdependence of nations. A study of the geographic factors involved in the production, distribution, and consumption of the major commodities of the earth in relation to national prosperity and industrial development. Regional aspects of commodities will be stressed.

S.S. 213. **Weather and Climate of the Continents (Elective)**
3 semester hours
This course is divided into two sections. A study of the atmosphere as a part of man's physical environment, and temperature, moisture, wind, cloud, and sunshine as natural factors influencing man. Practical use of weather records and modern weather maps. An advanced study of the various climatic elements and controls and their applications to various climates of the world. Consideration is given to climatic influence upon man's environment and his activities.

S.S. 214. **Advanced Regional Geography (Elective)**
3 semester hours
This course is offered to those students majoring in geography. Selected regions are studied in detail to determine the basis of the relationship between the natural environment and man's activities. These regions are chosen through consideration of similar geographic conditions that have influenced man indicating that within a given region occupations and social conditions tend to be alike.

S.S. 220. **Industrial Society**

4 semester hours

This course is required of all Industrial Arts students. It deals with the social problems arising from modern industrial society in addition to the economic problems considered in S. S. 120, Economics.

S.S. 225. **Industrial Relations and Labor Problems (Elective)**

3 semester hours

This course deals with employment policies, salaries, pensions, and other conditions of employment; also, working class attitudes, standards of living, changing relations between labor and management, economic motives, unionization, industrial disputes and methods of adjustment, and social legislation.

S.S. 230. **Government**

3 semester hours

This course is a comparative analysis of various forms of government, with the underlying philosophies which have caused the conception of the different political societies. Emphasis will be placed upon the total American structure of government.

S.S. 240. **Principles of Sociology (Elective)**

3 semester hours

This course presents an explanation of the nature and scope of Sociology with a detailed study of the basic factors and processes. Its objectives are: 1st. To analyze and evaluate the social processes and culture patterns by which the objectives of our American society are to be attained. 2nd. To review the relationships of present day culture to such social influences as heredity, environment, race, population, social groups, and social change.

S.S. 242. **Applied Sociology (Elective)**

3 semester hours

In cooperation with the representatives of social agencies, this course surveys the social and community assets which can be utilized by the school in ensuring the social effectiveness of its program. Assigned readings in particular fields of social disorganization provide the theoretical understandings which pave the way for the social engineer-lecturer, and follow-up discussions integrate the materials of instruction. Required community investigations ensure an acquaintance with the social agencies available in the several communities which cooperate with the teacher in her program of prevention and remedy of social failures in the classroom.

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